

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Request to create online version of existing course.

What is the rationale for the proposed change(s)?

To provide enhanced access for students by providing option for 100% online delivery

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2150
Course Title Career Preparation for English and Related Majors
Transcript Abbreviation CareerPrepHumMaj
Course Description This general elective course helps English majors and students from other Humanities disciplines to explore and prepare for careers after graduation. Students will analyze texts to gain a practical and theoretical understanding of the world of work. They will learn to identify their own strengths and preferences to guide their job activity and career choices.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes • Students will identify their education and career goals and use what they have learned in their courses to help them achieve them. Students will demonstrate initiative and maturity in making connections with the world of work.

Content Topic List • understanding work environments
• undergraduate research and graduate and professional school
• internships, networking, and job hunts
• professional interviews
• writing resumes, cover letters, and portfolios

Sought Concurrence No

Attachments

- Syllabus - ENGL 2150 - Patton AU2020 - Online Syllabus (1).pdf: Syllabus Online
(Syllabus. Owner: Lowry,Debra Susan)
- Syllabus - ENGL 2150 - Patton AU20 (1).pdf: Syllabus F2F
(Syllabus. Owner: Lowry,Debra Susan)
- ENG 2150 - ASC Checklist (1).docx: ASC Technical Review Checklist
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- DL Rationale English 2150 - Copy.docx: DL Rationale
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Syllabus - ENGL 2150 - Patton AU21 - Online Syllabus - 12-31-20 (1).pdf: Revised Online Syllabus
(Syllabus. Owner: Lowry,Debra Susan)

COURSE CHANGE REQUEST
2150 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/21/2021

Comments

- Attached please find the requested DL rationale and revised online syllabus incorporating contingencies and recommendations. Thank you for moving this request forward. *(by Lowry,Debra Susan on 01/21/2021 11:58 AM)*
- See 7-15-20 email to D. Lowry and K. Winstead *(by Oldroyd,Shelby Quinn on 07/15/2020 04:59 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	06/15/2020 06:04 PM	Submitted for Approval
Approved	Lowry,Debra Susan	06/15/2020 06:05 PM	Unit Approval
Approved	Heysel,Garett Robert	06/15/2020 06:28 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/15/2020 04:59 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	01/21/2021 11:58 AM	Submitted for Approval
Approved	Lowry,Debra Susan	01/21/2021 11:58 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/21/2021 12:01 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/21/2021 12:01 PM	ASCCAO Approval



Career Preparation for English and Related Majors

Syllabus | Second Session AU21
ENG 2150 | 3 Credits

About the Course

This course is designed for English and related majors interested in exploring and preparing for internships and post-graduation career options through a wellness-focused lens. We'll engage in the Values in Action Inventory of Strengths (VIA-IS) (developed by Positive Psychology researcher Dr. Martin Seligman) and reflect on preferences when considering complementary job activities and careers. We also will examine specific work environments (e.g., corporations and non-profits); the value of attending graduate or professional school; and the role that internships, undergraduate research and networking play in career development and advancement. In addition, we will look at how to organize and manage an internship/job search; how to put together strong resumes, cover letters and portfolios; and how to interview well over the phone, virtually, and in person. The class incorporates journaling, possibility mapping, and work-life balance consideration, including readings and activities from Stanford's *Designing Your Life* authors and professors Dave Evans and Bill Burnett, who advocate for work-life balance.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify appropriate professional opportunities
- Create effective job-application materials
- Engage in networking opportunities
- Interview for internships or full-time positions

How This Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released prior to each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

100% Online

Jennifer Patton
Senior Lecturer
Department of English

Patton.220@osu.edu

Office Hours

Thursdays on Zoom
11:30 a.m. - 12:30 p.m.
and by appointment

Credit hours and work expectations: This is a **3-credit-hour course delivered in half a semester**. According to [Ohio State policy](#), students should expect around 6 hours per week of time spent on direct instruction (such as instructor videos and Carmen activities) in addition to 12 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of expected participation:

Participating in online activities for attendance: AT LEAST TWICE PER WEEK

- You are expected to log in to the course in Carmen every week. (During most weeks, you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, contact me *as soon as possible*.
- **Office hours: OPTIONAL**
Other than the Mock Interview and a few Peer Group meetings set up around your schedule (see information below), any live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
Expect to post at least twice a week as part of our substantive class discussion on the week's topics.
- **Two Peer Group Meetings REQUIRED**
During weeks 4 and 5, you'll meet via videoconference with 2-4 classmates at a time set by you and your group mates.
- **Mock Interview: REQUIRED**
You'll engage in a live, one-hour videoconference interview during finals week; during week 2, you'll sign up for this.

Wellness Initiative to Reduce Stress and Ease Workload

You may skip any two 5-point or one 10-point discussion post or other attendance/participation activity without penalty.

Texts & Materials

- Required course readings, videos and other materials will be posted on Carmen (carmen.osu.edu).

Academic Advising & Student Services

For an overview of and contact information for the student academic services offered on the OSU Columbus campus, visit <http://advising.osu.edu/welcome.shtml>. For an overview of and contact information for student services offered on the OSU's Columbus campus, visit <http://ssc.osu.edu>.

About Your Professor

Jennifer Patton has worked as an editorial intern and marketing intern as well as a reporter, copywriter, technical writer, freelance writer, and editor. She teaches professional writing and capstone internship courses as well as career-preparation and second-level writing classes, applying a holistic approach to support students by incorporating her background as a Mayo Clinic-certified wellness coach and yoga-writing workshop instructor. She has received the Award for Outstanding Faculty Program for Enhancing Student Wellness, the English Undergraduate Organization (EUGO) Associated Faculty Member of the Year Award, and the President and Provost's Award for Distinguished Teaching by a Lecturer.

Her stories, essays, and articles have been published in *Brevity*, *River Teeth* online, *Kaleidoscope*, *Writer's Digest*, *Natural Awakenings*, *Pasadena Star-News*, *Prism Review*, *751 Magazine*, and *Ohio Writer* among other places. Her work has been nominated for a Pushcart Prize and cited as Notable in *Best American Essays 2016*. Additionally, she won an Ohio Arts Council Individual Excellence Award, was a scholarship winner at New York Summer Writers Institute, and served as a Peter Taylor Nonfiction Fellow at *Kenyon Review* Writers Workshop.

Course Technology

For help with your password, university email, Carmen or any other technology issues, questions or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Baseline Technical Skills for Online Courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required Technology Skills Specific to This Course

- [CarmenZoom virtual meetings](#)
- [Record and upload video on Carmen](#)

Equipment

It's preferable for students to have these items:

- **Computer:** Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Webcam:** built-in or external webcam that is fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

However, students can successfully complete the class using a tablet and/or mobile device. Feel free to contact me to discuss your technology situation/needs.

Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

“Success is liking yourself, liking what you do and liking how you do it.”

– Maya Angelou, Author and Civil Rights Activist

“I was always looking outside of myself for strength and confidence, but it comes from within. It is there all the time.”

– Anna Freud, Physician

Carmen Access (cont'd)

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Accessibility of Course Technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- [CarmenZoom accessibility](#)

Assignments

- 25% Active Online Class Participation
(Discussion posts & reading/video responses 15 pts. or fewer)
- 35% Weekly Writing Assignments
(Writing assignments and reflections worth 20 pts. or more)
- 5% Quizzes
- 5% Cover Letter or Personal Statement
- 10% Resume or Curriculum Vitae
- 20% Mock Interview

Grading Scale

A	93+	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	E	59-

“The best way to predict the future is to create it.”

– Abraham Lincoln

“No one creates a perfect resume on their first try.”

– Matthew T. Cross,
*The Resume Design Book:
How to Write a Resume in
College & Influence
Employers to Hire You*

Instructor Feedback and Response Time

This is my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback on graded assignments within **7-10 days**.
- **Email and Carmen messages:** I will reply to emails within **24 hours on days when class is in session at the university**.

Discussion and Communication Guidelines

Here are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling and punctuation. A conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the course materials, list the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work then copy it into the Carmen discussion.

Academic Integrity Policy

For this online course

- **Quizzes:** You must complete quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

— Peter Drucker,
Author and Educator

“Your strategic, consistent and value-driven communications used in a thoughtful way on LinkedIn can and will open doors.”

— Deborah Shane,
Small Business Trends

Academic Integrity Policy (cont'd)

For this online course

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but let me know if you have questions.

University Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

"Once you make the unequivocal internal commitment to do something, the world around you will shift in all sorts of apparently miraculous ways to make it happen."

– Sarah Susanka,
Author and Architect

"I want to look back on my career and be proud of the work and be proud that I tried everything."

– Jon Stewart, Comedian
and Television Show Host

University Academic Integrity Policy (cont'd)

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Writing Center

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting <http://cstw.osu.edu/writing-center>.

“Always desire to learn something useful.”

– Sophocles

“Think of your career as a series of experiences.”

– Dan Schawbel, *Forbes*

Your Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Office of Student Life Disability Services

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

“Before I can tell my life what I want to do with it, I must listen to my life telling me who I am.”

– Parker J. Palmer, *Let Your Life Speak: Listening for the Voice of Vocation*

“I am always doing that which I cannot do in order to learn how to do it.”

– Pablo Picasso, Artist

Meeting Schedule and Assignments

Active online class participation comprises 25% of your grade via discussion posts & reading/video responses worth 15 pts. or fewer.

Week	Dates	Topics, Readings, Videos, Assignments, Discussions, Deadlines, Point Values		
		Due 11:59 p.m. Monday	Due 11:59 p.m. Wednesday	Due 11:59 p.m. Friday
1	10/18 to 10/22	Class Introduction, Class Survey, Myers Briggs Personality Assessment, Initial Interview		
		-Watch Week 1 overview video and answer related questions (5 points) -Complete intro survey (5) -Take Myers-Briggs Type Indicator quiz and submit reflection paragraph (10)	-Upload your intro video (5) -Watch Myers-Briggs video and interact with MBTI group on discussion thread (15) -Watch Occupational Outlook Handbook video then submit research and reflection (25)	-Upload results from initial interview (25) -Comment on 2 peer videos (5)
2	10/25 to 10/29	Career Exploration, Freelance Work, Internships, Undergrad Research, Grad School		
		-Watch Week 2 overview video and answer related questions (5) -Complete <i>Cool Career Finder</i> reading assignment -Watch video excerpt: "Stanford Open Office Hours" with professors Evans and Burnett -Take Quiz 1 on reading and video (12.5/50)	-Watch field exploration video and make related discussion board posts (10) -Watch undergraduate research video and make related discussion board post (5) -Read grad school articles, watch grad school video and make related discussion board posts (5)	-Comment on 2 peer reflections (5) -Submit Possibility List Step 1: summaries and reflections for 3 internship/job postings and/or grad school programs (15/75) -Sign up for a Mock Interview (2.5)
3	11/1 to 11/5	Corporate and Non-Profit Positions, Informational Interviews, Strengths & Skills		
		-Watch Week 3 overview video and answer related questions (5) -Read articles/chapters about corporate, non-profit and government positions -Take Quiz 2 on readings (12.5/50) -Watch Insights from an Insider video and make related discussion post (5)	-Submit Informational Interview email draft (5) -Take Strengths Finder quiz and answer related questions (5) -Submit Soft/Hard Skills list and make related discussion post (20)	-Comment on 2 peer reflections (5) -Submit Possibility List Step 2: summaries and reflections for 3 more internship/job postings and/or grad school programs (6 total) (15/75)
4	11/8 to 11/12	Networking, Online Research, Odyssey Opportunities and Digital Portfolios		
		-Watch Week 4 overview video and answer related questions (5) -Read articles about desired job skills -Take Quiz 3 on readings (12.5) -Send revised Informational Interview email to recipient (5) -Watch Insights from an Insider video and make related discussion post (5) -Set up time to meet with Peer Group (2.5)	-Watch Networking video, conduct online research and make related discussion posts (15) -Watch Digital Portfolio video and post reflection paragraphs for 2 possible components (10)	-Comment on 2 peer reflections (5) -Meet with Peer Group to engage in Networking activities and post reflection paragraph (10) -Submit Possibility List Step 3: summaries and reflections for 3 more internship/job postings and/or grad school programs (9 total) (15/75)
5	11/15 to 11/19	Resumes, Cover Letters, CVs, Personal Statements, References		
		-Watch Week 5 overview video and answer related questions (5) -Watch Resume video and make related discussion post (5) -Watch Cover Letter and/or Personal Statement video and make related discussion post (5) -Submit References (20)	-Submit Resume to dropbox and peer discussion board (15) -Submit Job Description and Cover Letter (or Personal Statement) to dropbox (50)	-Meet with Peer Group to engage in Resume (or Personal Statement) reviews and post reflection paragraph (10) -Submit Possibility List Step 4: summaries and reflections for 3 more internship/job postings and/or grad school programs (12 total) (15/75)

6	11/22 to 11/26	Submit Revised Resume, Watch Insights from Insider Video & Enjoy Thanksgiving Break		
		-Watch Week 6 overview video and answer related questions (5) -Watch Insights from an Insider video and make related discussion post (5) -Submit revised Resume (100)	-No assignments -Enjoy Thanksgiving break	-No assignments -Enjoy Thanksgiving break
7	11/29 to 12/3	Interviews and Workplace Culture		
		-Watch Week 7 overview video and answer related questions (5) -Watch Interviewing Video and make related posts (5) -Read Interviewing articles -Take Quiz 4 on readings (12.5) -Set time to meet with Peer Group (2.5)	-Meet with Peer Group to engage with Interviewing activities and post reflection paragraph (10)	-Submit S.T.A.R. Interview Grid (60) -Submit Possibility List Step 5: summaries and reflections for 3 more internship/job postings and/or grad school programs (15 total) (15/75)
8	12/6 to 12/8	Partner Interviews and Odyssey Plans		
		-Watch Week 8 overview video and answer related questions (5) -Watch Mock Interview video and answer related questions (5) -Set a time to meet with your partner for practice interviews (2.5)	-Meet with partner on Zoom or Skype for Practice Interview and post reflection assignment (25) -Submit Informational Interview summary (25)	-Post Odyssey Plan (50) -Comment on 2 peer Odyssey Plans (5) -Complete SEIs and Evaluation -Mock Interviews begin (see schedule on Carmen)
Finals Week	12/10 to 12/16	Mock Interviews and Thank You Notes		
		-Engage in Mock Interview (200) -Write Thank You note to interviewer within 24 hours (25)		

I wish you all the best at OSU and beyond, Jenny



Career Preparation and Life Well-Being

Syllabus | Autumn Semester 2020
ENG 2150 | 3 Credits

About the Course

This course is designed for students of all majors interested in exploring and preparing for internships and post-graduation career options through a wellness-focused lens. Students will engage in VIA strength analysis (developed by Positive Psychologist Dr. Martin Seligman) and reflect on their preferences as they consider complementary job activities and careers. We also will examine specific work environments (e.g., corporations and non-profits); the value of attending graduate or professional school; and the role that internships, undergraduate research and networking play in career development and advancement. In addition, we will look at how to organize and manage an internship/job search; how to put together strong resumes, cover letters and portfolios; and how to interview well over the phone, via Skype and in person. Taught by a Mayo Clinic-certified Wellness Coach, the class incorporates journaling, possibility mapping and work-life balance discussions, including readings and activities from Stanford's *Designing Your Life* authors and professors Dave Evans and Bill Burnett, who advocate for work-life balance.

Texts & Materials

- Required course readings will be posted on Carmen (carmen.osu.edu). Students will be expected to have these readings with them for reference during class discussions.
- Students should bring to each class a journal or notebook.

Assignments

Active Class Participation (5%)
Quizzes (5%)
Weekly Writing Assignments (35%)
"15-20 Possibilities" Assignment (10%)
Resume or Curriculum Vitae (10%)
Cover Letter or Personal Statement (5%)
Interview Response Preparation Document (5%)
Interview (20%) and Thank You (5%)

Tuesdays/Thursdays

9:35 – 10:55 a.m.

Denney 207

Jenny Patton
Senior Lecturer
Department of English

Patton.220@osu.edu

Office Hours

Thursdays 11:30 - 12:30
and by appointment
Denney Hall 503

Policies & Additional Requirements

Attendance

In the workplace and in this class, attendance is mandatory. Mere physical presence does not constitute attendance; you must be awake and alert and ready to participate throughout each class. **Just as you would do for an employer, if you know you will be absent, you must notify me beforehand.** If you cannot notify me beforehand, please contact me as soon as possible after your absence. It is your responsibility to find out what you missed from another student.

If you miss class because of participation in an authorized university-sanctioned event, death in the family or observation of a religious holiday, your absence will be considered excused. You must provide documentation for any excused absence.

In the workplace, punctuality is critical. And being on time is important to the efficient conduct of our time together in this class. Showing up more than 10 minutes after the start of class will be counted as an unexcused absence. More than two unexcused absences result in a reduction of your overall grade by one-third. For example, it would be reduced from an “A-” to a “B+.”

Participation

Participation in class discussions and small-group activities is required, not optional: complete the appropriate reading and related assignments and come to class ready to discuss them.



Anything that prevents you from being able to participate in or engage with the activities of the class—sleeping, texting, browsing the web on a laptop—will negatively affect this aspect of your grade.

Grading Scale

A	93+	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	E	59-

About Your Professor

Jenny Patton has worked as an editorial intern and marketing intern as well as a reporter, copywriter, technical writer, freelance writer and editor. She teaches professional writing and capstone internship courses as well as career preparation and second-level writing classes, applying a holistic approach to support students by incorporating her background as a Mayo Clinic-certified wellness coach and yoga-writing workshop instructor. She has received the Award for Outstanding Faculty Program for Enhancing Student Wellness, the English Undergraduate Organization (EUGO) Associated Faculty Member of the Year Award, and the President and Provost’s Award for Distinguished Teaching by a Lecturer.

Her stories, essays and articles have been published in *Brevity*, *River Teeth* online, *Kaleidoscope*, *Writer’s Digest*, *Natural Awakenings*, *Pasadena Star-News*, *Prism Review*, *751 Magazine* and *Ohio Writer* among other places. Her work has been nominated for a Pushcart Prize and cited as Notable in *Best American Essays 2016*. Additionally, she was a Peter Taylor Nonfiction Fellow at *Kenyon Review* Writers Workshop and a scholarship winner at New York Summer Writers Institute.

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>. If you have any questions about academic integrity, please contact me or consult the COAM’s website (<https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>).

Resources

Writing Center

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by visiting <http://cstw.osu.edu/writing-center>.

Office of Student Life Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor of their needs as soon as possible. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307), slds@osu.edu; slds.osu.edu.

Classroom Etiquette

Everyone in the class is expected to be respectful and civil to other members of the class. Part of this classroom etiquette is remembering to silence cell phones before the beginning of the class. All discussions, regardless of subject matter, will be conducted in a civil, respectful and adult manner. Harassment will not be tolerated in any form and will result in disciplinary action.

Class Cancellation Policy

If class is canceled due to emergency, I will contact you via Carmen announcement and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Meeting Schedule and Assignments

Week 1

Tuesday, Aug. 25 – Introductions, Goals and Syllabus Review

In class: We will introduce ourselves to one another and talk through the goals and requirements of this course. You will complete a pre-course survey designed to tell me where you are in your undergraduate career; the kinds of extracurricular, work and leadership experiences you've had; the jobs and careers with which you're already familiar; and the jobs and careers about which you'd like to know more.

Assignment 1: Complete the Myers-Briggs Type Indicator online: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. Read about your results and upload a one-paragraph reflection to Carmen by **11:59 p.m. Thursday, August 27**. *What were your results? What's your reaction? Do they line up with your expectations? What are your thoughts about the recommended careers? If relevant, did your results vary or match previous results? What do you make of that?* Bring your results with you to class on Tuesday.

Thursday, Aug. 27 – Class Survey Results & Initial Interview

In class: Today we'll discuss results from the first-day survey, engage in small-group conversations and discuss as a group how we'll strive to tailor the class to address specific feedback you've shared. In preparation for our next assignment, we'll consider the careers of people we know—even if their jobs don't appeal to us—and discuss our predictions of how they spend their time at work.

Assignment 2: Interview a family member or friend currently working in a full-time position. Record or take notes on their answers to the following questions:

- What is the person's job title and for what organization does he/she work?
- Where exactly does the person work? What's the office set-up?
- What does this person spend the workday doing (e.g., answering emails, drafting memos, fielding phone calls, sitting in meetings, leading meetings, researching concepts and preparing summaries, or filling out paperwork)? How much time is devoted to these tasks/activities?
- Who decides what the person spends time doing each day?
- What does he/she like about this current position?
- What does he/she wish were different?
- Do they feel this position is a good match for him/her? Why or why not?

Prepare a one- to two-page summary (single-spaced, 12-pt. Times New Roman) of the above information and reflect on it. What is your reaction to what you learned? Did the responses vary from your expectations? How? Did the interview spark insights into what you want for yourself or affect you in another way? (Optional: Consider submitting two pie charts to graphically depict your predictions compared to reality.) Upload document to Carmen no later than **11:59 p.m. on Thursday, Sept. 3**.

“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”

– Peter Drucker,
Author and Educator

“Success is liking yourself, liking what you do and liking how you do it.”

– Maya Angelou, Author
and Civil Rights Activist

Week 2

Tues., Sept. 1 & Thurs., Sept. 3 – Thinking About Your Future: What Will You Need on a Daily Basis to Succeed at Work?

In class: This week we will engage in small-group exercises designed to foster our discussion of the MBTI, its helpfulness and the value of examining and remaining aware of your skills, preferences and interests when deciding whether to pursue a particular internship, job or career.

Reading and Viewing Assignment: In preparation for our class on Tuesday, Sept. 3, read *Cool Career Finder* material posted to Carmen. Specifically, browse the Appendix and read about at least five jobs of interest in the corresponding pages posted on Carmen. Additionally, watch the first 14 minutes of this video: “Stanford Open Office Hours” with professors Evans and Burnett at <https://www.youtube.com/watch?v=YKEq5iEmMSo>.

Assignment 3: Access the *Occupational Outlook Handbook* managed by the U.S. Bureau of Labor Statistics and available at <http://www.bls.gov/ooh/>. Using the “Search Handbook” field, **pick two** jobs or career fields about which you want to know more (e.g., librarian, communications, public relations, advertising, technical writer, public affairs, high school teacher, editor, etc.). Read through all the information available about your two jobs/career fields by clicking on the following tabs: “Summary,” “What They Do,” “Work Environment,” “How to Become One,” “Pay,” “Job Outlook,” “Similar Occupations” and “More Info.” Post the following information about each of your two jobs on Carmen no later than **11:59 p.m. on Monday, Sept. 7 (Labor Day)**: (a) job title, (b) level of education needed, (c) brief description of work environment (sentence or two), (d) pay range (lowest to highest), (e) how employment in this job/career is expected to grow from 2012-2022 and whether this projected growth is slower or faster than the average for all occupations, and (f) your reflection. (See questions in Carmen assignment tab.)

Week 3

Tuesday, Sept. 8 – Initial Career Considerations

In class: Students will complete a **short quiz** (Quiz 1) on the assigned readings and video. Some will talk about the daily work life of their interviewees and whether these positions appear to match their skills and preferences. Later, the class will engage in a discussion about the readings/video and the *Occupational Outlook Handbook* activity plus engage in a Work Values Inventory.

Thursday, Sept. 10 – Freelance Work and Internships

In class: We’ll discuss freelancing and engage in an activity with query letters. As an introduction to internships, we’ll talk about what they are, why they’re helpful and where to begin finding them before engaging in research.



“The best way to predict the future is to create it.”

– Abraham Lincoln

“My advice for young people is, study what you love and intern in what you want to do. And it’s okay to pivot as many times as you need to.”

– Eva Chen,
Director at Instagram

Assignment 4: Find at least three internship/job postings or internship/job programs online that interest you and create a half-page summary that includes the internship position and organization, deadlines for applying, responsibilities and application materials requested, and a brief reflection on why you may be a good fit for each opportunity. Upload document to Carmen by **11:59 p.m. on Monday, Sept. 14.**

Reading and Internet Assignment: Take the Strengths Finder quiz and read related material posted to Carmen as well as *Going Corporate* and *Other Options*. Be prepared to complete a short quiz on this material at the beginning of class on Tuesday.

Week 4

Tuesday, Sept. 15 – Where Could You Work? What Might You Do?

In class: Students will complete a **short quiz** (Quiz 2) on the reading and internet assignment. We will continue talking about the info available through the *Occupational Outlook Handbook* before engaging in a lengthier discussion of the readings and the advantages and drawbacks of working for corporations, non-profits, government organizations, universities/colleges and other kinds of institutions. We'll further discuss internships, learn about soft/hard skills and engage in a corporate research workshop.

Thursday, Sept. 17 – ePortfolios: Communicate Your Skills

In class: Today we'll engage in an ePortfolio workshop with a focus on reflection statements on the work showcased: *What skills does your featured work convey to potential employers? How do you best communicate those skills?*

Reading Assignment: Read "Should You Go to Grad School?" from *Slate* and Peterson's "A Guide for Potential Grad Students" posted to Carmen and be prepared to discuss it at the beginning of class on Tuesday. (STEM majors, consider the optional readings.)

Assignment 5: Create a comprehensive list of your current soft and hard skills using the example list you viewed in class. Then, develop a list of soft and hard skills that you don't have but feel like you'll need. Upload your lists to Carmen by **11:59 p.m. on Monday, Sept. 21.**

Week 5

Tuesday, Sept. 22 – What About Graduate School?

In class: We will discuss the readings and talk about grad school. After reviewing soft/hard skills, we will discuss the value of graduate and professional school both in terms of career exploration, career advancement and future earning potential. We'll also cover requirements for strong applications.



“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

– Theodore Roosevelt

“Once you make the unequivocal internal commitment to do something, the world around you will shift in all sorts of apparently miraculous ways to make it happen.”

– Sarah Susanka,
Author and Architect

Thursday, Sept. 24 – Graduate School Panel

In class: Today we'll hear from a panel of graduate students currently enrolled in (or recent graduates of) the following kinds of programs: English PhD, Master's in Library and Information Science, MBA, MFA in Creative Writing, MEd in English Education, Law School, Master's in Strategic Communication, Master's in Student Affairs and Master's in Social Work. *Note:* This visitor list will be adjusted to reflect students' career interests as indicated on the pre-course survey.

Assignment 6: To communicate how the skills you've gained through an assignment or project from a class or internship fit the needs of future employers, write a brief reflective paragraph for **three** different pieces of work you have included (or will include) in your ePortfolio. You do not need to submit a link to a finished ePortfolio with the reflective sections, but I welcome that if time permits. These concise paragraphs (which may include bulleted lists) will address questions such as these: *What was the purpose of the project? How did it fulfill that purpose? Was it created by a team? If so, what was your role? What employer-relevant skills does your work showcase?* Post your paragraphs (or a link to your ePortfolio) on Carmen by **11:59 p.m. on Monday, Sept. 28.**

Reading Assignment: Read Thomas L. Friedman's "How to Get a Job at Google" (*New York Times*, 22 Feb. 2014), "How to Get a Job at Google, Part 2" (*New York Times*, 19 Apr. 2014), and Guy Raffa's "What the Head of Hiring at Google Doesn't Understand About Skills" (*The Chronicle of Higher Education*, 28 May 2014). Be prepared to complete a short quiz on this material at the beginning of class on Tuesday.

Week 6

Tues., Sept. 29 & Thurs. Oct. 1 – Informational Interviews, Networking & Online Research

In class: We'll begin class on Tuesday with a **short quiz** (Quiz 3) on the readings followed by a discussion of them. For many students, the term networking is off-putting. We'll reframe networking to demonstrate the give and take of a supportive community. We'll then move on to talk about informational interviews—what they are, why they're useful, and how to request and conduct one. We'll conclude with a discussion of online and in-person networking and touch on the role of blogs in building a professional presence.

“Always desire to learn something useful.”

– Sophocles

“The expert in anything was once a beginner.”

– Helen Hayes, Actress

Assignment 10: Using the sample resumes provided, create/revise/update your resume based on the guidelines and X, Y, Z format discussed in class. Do not use any kind of resume template; instead, use a blank Word document. Your resume will likely fit on a single page; however, if you need to go onto a second page to fully capture your experience, that's fine for now. Once your resume is complete, save it as a PDF file. (Note: For those applying to grad school, you may create a C.V. in lieu of a resume.) Upload the file to Carmen by **class time and bring a printout to class for peer review on Tuesday, Oct. 20.**

Assignment 11: Following the guidelines we discussed in class, create a cover letter that responds to an entry-level job description that appeals to you. Do not use any kind of letter template; instead, use a blank Word document (single-spaced, 12-pt. Times New Roman). Your letter will likely fit on a single page; however, if you need to go onto a second page, that's fine for now. *Important note:* As with the resume, creating a well-written and coherent cover letter takes time, thought and attention to detail. You will be using this cover letter (or versions of it) to secure internships/jobs in the future. Once your cover letter is revised and polished, save it as a PDF file. (Note: For those applying to grad school, you may create a personal statement in lieu of a resume.) Upload the file to Carmen no later than **class time and bring a printout to class for peer review on Tuesday, Oct. 20.**

Week 9

Tue., Oct. 20 & Thur. Oct. 22 – Peer Review, Job Posting Dissection & Mock Hiring Committee

In class: We will break into pairs and go through one another's resumes and cover letters line by line, correcting mistakes, asking questions and providing feedback as appropriate. We'll engage with a presentation on where and how to find job and internship postings online and how to organize your search. We'll also look at a variety of postings together so that you have a better sense of what employers are seeking and whether or not you should apply for certain positions. We'll discuss the difference between required and desired qualifications and how to determine whether you meet these. We'll then break into small groups to review and discuss several mock job applications.



Assignment 12: Find *at least five* “15-20 Possibilities” (jobs/internships/grad school programs/overseas teaching or volunteer opportunities/etc.) of interest to you. Create a listing for each item in a Word document that includes the job title, school or organization name, a link to the online posting and a brief explanation (1-3 sentences) about why the opportunity interests you and why you're qualified to apply. Upload this document to Carmen by **11:59 p.m. on Monday, Oct. 26.**

“Growth and comfort do not coexist.”

– Ginni Rometty,
CEO, IBM

“It's not the strongest species that survive, nor the most intelligent, but the most responsive to change.”

– Charles Darwin,
Naturalist

Assignment 13: Revise your resume (or C.V.) in keeping with our best practices discussion and the feedback you received from your peer reviewer(s). *Important note:* Creating a well-written and coherent resume takes time, thought and attention to detail. You will be using this resume (or versions of it) to secure internships/jobs in the future, and I encourage you to put together the strongest document possible. Once your resume (or C.V.) is fully revised and polished, save it as a PDF file. Upload it to Carmen no later than **class time on Tuesday, Oct. 27 and bring a printout to class.**

REMINDER: Don't forget to watch out for a response from the person you emailed about an informational interview. If you receive a response, go ahead and schedule that interview and be prepared to share this information with me in class this week. If you haven't received a response, let me know, and we'll come up with an alternative option.

Week 10

Tuesday, Oct. 27 – The Search: Polish Your Online Presence, Interact with LinkedIn & Develop Narratives

In class: We will begin with a discussion of the challenges involved in locating “15-20 Possibilities” of interest to you and also review together some of these postings. We'll talk about the importance of maintaining a professional presence online and discuss LinkedIn. After that, we'll participate in several small-group exercises designed to help you create professional narratives/stories about your work histories, skills and interests to use online and during the interview process. During this time, you will begin crafting your “3D Bios.”

Thursday, Oct. 29 – Insights from an Insider

In class: Today we'll benefit from the insights and experience of a guest speaker. Plan to take notes and ask engaged questions. In the past, after-class interactions with guest speakers have led to opportunities for students who took initiative.



Assignment 14: Find the rest of your “15-20 Possibilities” assignment and upload the completed document to Carmen by **11:59 p.m. on Monday, Nov. 2.**

Assignment 15: Revise your cover letter (or personal statement) in keeping with the feedback you received from your peer reviewer(s). Save it as a PDF file and upload it to Carmen by **class time on Tuesday, Nov. 3 and bring a printout to class.**

“No one creates a perfect resume on their first try.”

– Matthew T. Cross,
*The Resume Design Book:
How to Write a Resume in
College & Influence
Employers to Hire You*

“Your strategic, consistent and value-driven communications used in a thoughtful way on LinkedIn can and will open doors.”

– Deborah Shane,
Small Business Trends

Week 11

Tues., Nov. 3 & Thurs. Nov. 5 – The Search: Phone, Skype and In-person Interviews

In class: Before we dive into “The Search” portion of today’s curriculum, we’ll engage in an Entrepreneurial Workshop to explore how others have created their own companies and brainstorm ideas of our own. Often the path to entrepreneurial ventures is experience working for others. With that in mind, we’ll move to a presentation on interviewing—the kinds of questions asked by potential employers, best practices for responding, and what candidates should and shouldn’t ask. We’ll also talk about practices for performing well during phone, Skype and in-person interviews. We’ll then engage in some interview role-play before concluding the week’s classes with a discussion of thank-you letters and other forms of post-interview follow up.



Reading Assignment: Read a selection of readings on interviewing and work cultures available on Carmen. For the “Smart Answers to 15 Common Interview Questions” article, click through at least two of the questions to read the “Answering” sections. Be prepared to complete a short quiz on this material at the beginning of class on Tuesday.

Assignment 16: Write out your answers to 7 of the interview questions you were given in class. *Note:* These questions were designed for candidates applying for an entry-level administrative position in The Ohio State University Department of English. Your answers should include **specific narratives/anecdotes** (stories) that reveal to the reader who you are, your skills and experiences and what kind of employee you would be. Follow the “S.T.A.R.” method discussed in class and consider using the grid template for the assignment. Post the document containing your answers on Carmen no later than **11:59 p.m. on Monday, Nov. 9.**

Week 12

Tues., Nov. 10 & Thurs. Nov. 12 – On the Job: Workplace Cultures

In class: Students will complete a **short quiz** (Quiz 4) on the assigned readings. Then, we’ll draw on today’s readings as we examine the concept of a work culture and how to succeed in a variety of workplaces. In preparation for next week’s workshop, we’ll engage in possibility-mapping activities. We will discuss several of your responses to the assigned interview questions and how these answers could be strengthened. Next, we’ll engage in in-person interview practice among peers. Additionally, we’ll discuss expectations for the out-of-class Peer Skype Sessions.

“I was always looking outside of myself for strength and confidence, but it comes from within. It is there all the time.”

– Anna Freud, Physician

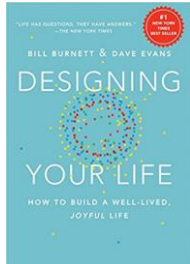
“Millennials are searching for purpose at work.”

– Erika Fry, “How Corporate America is Trying to Innovate Workplace Culture,” *Fortune Magazine*

Week 13

Tues., Nov. 17 & Thur. Nov. 19 – Odyssey Opportunities Workshop

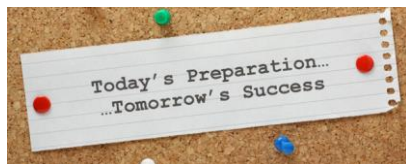
In class: This week we'll devote time to mapping out potential plans for the "Odyssey Years." After a presentation and class discussion, you'll work individually and in groups to brainstorm, conduct research and begin developing potential plans for yourself. Be sure to bring to class your journal/notebook and other notes from the course's Odyssey Opportunities activities.



Assignment 17: Write a one-page summary (single-spaced, 12-pt. Times New Roman) about what you learned during your informational interview. Include the person's career, current job, daily work responsibilities and work environment. Also, share how you feel about this job/career field after this conversation. Post your summary on Carmen by **11:59 p.m. on Monday, Nov. 23.**

Assignment 18: Write a one-page recap of your visit to a Career Fair and/or participation in a career-related event (such as a Networking event) this term. *What was the event? What was your experience like? Who did you talk to? What did you learn? What's a next step you can take?* Post your summary on Carmen by **11:59 p.m. on Monday, November 25.**

Skype Preparation: Prepare for your Skype interview to be conducted during class time on Tuesday, Nov. 24 (or another time that week that works for you and your partner).



Week 14

Tuesday, Nov. 24 – We will not meet as a class today. Instead, you and a partner will conduct mock interviews for one another via Skype this week based on the guidelines detailed in class.

Assignment 19: Write a one-page summary about your Skype interview. How was interviewing over Skype different from your in-person practice interview? Did your partner meet the expectations detailed in class? What was beneficial and challenging about this activity—from the side of the interviewer and from the side of the interviewee? What did you learn about yourself that can help prepare you for your graded in-person Mock Interview during finals week? Post your summary on Carmen by **11:59 p.m. on Monday, Nov. 30.**



Thursday, Nov. 26 – NO CLASS – Happy Thanksgiving!

“I want to look back on my career and be proud of the work, and be proud that I tried everything.”

– Jon Stewart, Comedian and Television Show Host

“I am always doing that which I cannot do, in order to learn how to do it.”

– Pablo Picasso, Artist

Week 15

Tuesday, Dec. 1 – On the Job: Advice From Area OSU Alums

In class: We will hear from several OSU alums working in various sectors throughout the Columbus area. You will have an opportunity to ask questions to these individuals, and all students will be expected to participate in the conversation.

Thursday, Dec. 3 – Mock Interview Preparation

In class: Today we will talk more about on-the-job situations and your final projects, which will consist of an hour-long mock interview. Students will complete end-of-course evaluations as well.

Week 16

Mon. Dec. 7 – Fri. Dec. 11 – Mock Interviews

Final Project: Students will participate in their scheduled **one-hour mock interviews (Assignment 20)** sometime this week. Priority time slots go to graduating seniors. After that, sign-ups will operate on a first-come, first-served basis. (As for attire, don't buy anything new; "business casual" is fine. Just be sure not to wear gym clothes.) Students must upload a **post-interview "thank you letter" (Assignment 21)** to Carmen **within 24 hours of completing the interview.**



No Final Exam

I wish you all the best at OSU and beyond, Jenny

“Think of your career as a series of experiences.”

– Dan Schawbel, *Forbes*

“Practicing improvisation can polish your performance for the job interview.”

– “Benefits of a Mock Interview,” *Spark Hire*

Rationale for DL Proposal of ENGL 2150: Career Preparation for English and Related Majors To reach more students, to better accommodate students' schedules and thus to boost enrollment, we propose a permanent change to ENGL 2150 Career Preparation for English and Related Majors: a fully online, second-session course. As an in-person class, the course has received excellent feedback as well as international recognition (see "course background" below), but many more students have said its times (which have varied over the years) conflicted with required courses for their majors, so they were unable to enroll. Due to low enrollment for this reason, it was canceled in AU19. However, as a second-session 100% DL course, ENGL 2150 will not conflict with students' class schedules and will be available to students at all Ohio State University campuses. According to the Department of English Associate Director of Curriculum and Assessment Deb Lowry, the proposed second-session class in DL asynchronous format may dramatically improve the chances that the course will make minimum enrollments because students often seek secondsession options as a term progresses when they need to drop a full-term course and replace the credit hours. The Department of English Undergraduate Studies Program Manager and advisors support this recommendation. Course background Developed in 2015 by then-chair Dr. Debra Modellmog and then-undergraduate program manager Ruth Friedman, our Career Preparation course has garnered attention through a plenary conference presentation and discussion roundtable at the Association of Departments of English Summer Seminar West, through a conference presentation at the Modern Language Association, and through our involvement at the Competency Symposium hosted by the National Association of Colleges and Employers (NACE). As a result, professors and staff members from several universities have requested our syllabus and have modeled similar courses after ours. Additionally, the course has been observed by visiting professors from countries outside of the U.S. In post-course surveys, past students have said, "I think everyone in every major should take this class"; "It was the most beneficial course I have ever taken"; and "This class gave me direction and confidence."

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 2150

Instructor: Jenny Patton

Summary: Career Preparation and Life Well-Being

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Board Carmen Wiki Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/5/20

- Reviewed by: Ian Anderson

Notes: This is ready to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.